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ABSTRACT

At Clark County Community College, efforts to integrate occupational and humanities curricula have focused on introducing humanities materials directly into selected vocational courses, which are required for program majors. In fall 1982, philosophy was introduced to students in a "Fundamentals of Nursing" course through a module considering moral and ethical dilemmas faced by medical professionals. In spring 1983, two more humanities modules, "Technology in Literature," to be incorporated into an introductory drafting course, and "Marketplace Ethics," to be integrated within a marketing course, are being classroom tested. The modules are not designed to be self-instructional, but rather to provide structure and unity to a variety of instructional strategies, including lectures, team teaching, videotaping, group discussions, and role playing. The integrated approach has been developed and implemented by the project director, who arranges workshops, evaluations, and correspondence; the project faculty, consisting of three teams of two instructors, one with a humanities and the other with a vocational background; an ad hoc humanities advisory committee composed of the Dean of Educational Services and four educational directors; and a community Humanities/Occupational Committee. Plans are being made to train a new group of team teachers and to evaluate all of the modules. Appendices include the project timetable and module outlines. (HB)

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INTEGRATION OF OCCUPATIONAL AND HUMANITIES CURRICULA

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Paper presented at the League for the Humanities Conference (Scottsdale, Arizona, October 29-30, 1982) and at the Meeting of the Community College Humanities Association (San Francisco, California, November 19-20, 1982). Includes project materials prepared by Dr. George Isham, Dr. George Carpenter, and Dr. Richard Logsdon.

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INTEGRATION OF OCCUPATIONAL AND HUMANITIES CURRICULA

Students at Clark County Community college, like community and junior college students everywhere, tend to be pragmatic. They come to us for help in building careers or to learn specific skills. Many are in a hurry: they either urgently need job upgrading or don't have jobs at all and are trying to qualify for them. Time is a commodity they can't afford to waste. Given such immediate needs, classes in subjects such as world history or Shakespeare appear less than vital. And the reasons we give students to persuade them to take such courses sound vague and abstract: "to increase your understanding of human nature;" "to make you aware of the complexity of moral and ethical problems;" "to deepen your appreciation of life and art." These goals, to students with hungry families, sound irrelevant.

Nevertheless, growing numbers of educators and business people alike are realizing that humanistic courses are, on the contrary, most relevant. "Understanding human nature" is vital to working side by side with others, to managing employees, to dealing with customers. Decisions regarding design of workplaces, retail outlets, etc., certainly are aided by knowledge obtained in art classes. And, if our students aspire to positions of even a little power and influence, they will most assuredly need to clarify their moral and ethical positions.

In planning our program, then, we acknowledged the humanities as more than mere subject matter to be enjoyed by a leisure class free from the drudgery of earning a living, but instead, as knowledge essential for everyone, especially for those who will carry on society's work. Despite the creature comforts technology has produced for us, its side effects are often perceived as dehumanizing. If this view is correct, then our world must be rehumanized. And our students whom we are training in technology must be made aware of and taught to cultivate those qualities within that make individual human beings superior to anything they create - if our students are to build a future that is superior to the present.

In our program, therefore, we are integrating humanities materials directly into selected vocational courses already in existance and required for program majors. In this manner we will avoid adding a required humanities course to an already crowded vocationel program. The challenge will be to demonstrate to our students, our colleagues, and ourselves, that these human-ities materials are truly relevant to the vocational student's needs, that they fit naturally where they have been placed, and that the time taken up by the humanities module justifies the condensation or removal of the subject matter it replaced.

In the Fall, 1982, semester, philosophy was introduced to Fundamentals of Nursing students via a consideration of moral and ethical dilemmas faced by those in the medical profession, specifically nurses. In the Spring, 1983 ,semester, two more humanities modules, Technology in Literature, to be incorporated into the introductory drafting class, and Marketplace Ethics, to be integrated wtih the class in marketing are being classroom tested. (See Appendix #1)

We anticipate important advantages for our students. But possibly even greater benefits will be realized by the participating faculty. Last March Landen Kirshner came from Johnson County Community College in Kansas to present a workshop. For an entire Saturday, seven faculty members, and some administrators as well, debated at leisure the strengths and weaknesses of humanities versus vocational faculty. We came away with new

perceptions of ourselves and a new understanding of some of our most sacred prejudices. We also, incidentally, received some relevant advice on the preparation and utilization of our modules. But the stimulation and the new visions gained through dialogue with each other were possibly of even greater benefit.

Once our three modules have been developed and tested, our next challenge will be to retain the momentum achieved by the energy pill from NEH. We plan to train three more sets of humanities/vocational faculty partners. Ever since I sent out a memo requesting all interested faculty to contact me, my hallway and luncheon conventions have revolved around topics such as the future of public health in the U.S., role playing in the business world, and the need for social skills among vocational students. Also, as a result of talking to our philosophy instructor, George Isham, about the service ethics module, I, who received a D in philosophy 25 years ago, am finally gaining a glimmering of understanding of the works of Socrates, Locke, Nietsche, and Aquinas. The program has us talking to each other about subjects more exciting than the cheapest place to get one's poodle groomed. Some of us are starting to feel less isolated. We have before us an excellent opportunity to pull down the barriers that once made humanities and occupational faculty feel they inhabited separate worlds.

Now that some of the benefits of our program have been discussed, I'd like to move on the specifics of organization. Ther personnel involved are the following:

1. Project Director.

This is my position. I am responsible for most of the administrative tasks of the project: arranging workshops, evaluation, correspondence with NEH, writing reports. I do not have signature authority on the grant account, however; a director or other administrator must authorize any expenditure of funds. I see my most important functions as maintaining good communications, keeping all faculty and administrators informed, and in general, stimulating continued interest in the project throughout the college.

2. Project Faculty.

Six faculty members were teamed up, one of each team with a humanities background and one with a vocational background. They were chosen for their expressed interest in and commitment to the project as well as their proven curriculum development and instructional abilities. So far no one has dropped out, and I'm optimistic about the possibility of success for all three modules.

3. Ad Hoc Humanities Advisory Committee.

This group is composed of the Dean of Educatinal Services and the four Educatonal Directors. They were most active during the writing of the grant. The committee has not actually convened as such since we received the grant. But as Project Director I feel free to ask any mewmber for help or advice. All must be kept closely informed since careful coordination is necessary in class scheduling and planning for released time.

4. Community Humanities/Occupational Committee.

This committee is composed of humanists and professionals in the community. Their function is to provide advice regarding connections between humanities and vocational areas, and to assist in evaluation.

Another organizational matter is the program timetable. (See Appendix #2) For the most part we are adhering to this quite closely, though there have been deviations. The module workshop was held in March, not February, and the final selection of the

consultatnt was not made until February. These delays occurred because finding a suitable consultant was more difficult than anticipated. No one, as far as we were able to discover, has put together exactly the sort of modules we were planning. Landon Kirschner was selected as having the best background in humanities/vocational integration as well as in module development. The other delay was in the selection of the Community Humanities/Occupational Committee. People with the qualifications and willingness to do, voluntarily, what we are requesting are far from plentiful.

An important segment of the program is our plan to continue with a new group of faculty who will plan modules in three more courses. A workshop is planned for July, 1983, to be conducted by the present project faculty, at which we will train three more teams of humanities/vocational faculty members.

I've waited until now to define "module." On our campus, "modules" are associated with Dr. Larry Tomlinson, who participated in the class funded by our consultant grant. These workbook-like packages contain, among other things, brief narratives collected from newspapers and magazines. These incidents are followed by questions which train his students to draw reasonable conclusions based on evidence. Included also are assignments which help his students read college material more effectively as well as others providing instructions in library research. While this definition of "module" works well for Dr. Tomlinson, not all of our project faculty feel competent to develop such modules or comfortable in using them to accomplish their particular objectives. The definition of "module" in the pilot grant, and the working definition for our purpose, is much broader, meaning nothing much more specific than "part," "segment," or "piece." However, despite the loose nature of our definition, a few principles have been agreed upon. To quote from our grant proposal: "Modules will not be self-instructional but will provide structure and unity for a variety of educational strategies: use of films, video taping, group discussions, role playing etc." "Individual lecture and team teaching also will be incorporated in the delivery of modules, and both the humanities and occupational instructors will participate fully in each module."

Another important component of the program is evaluation. One element will be student evaluations. This semester we will use the same basic instrument that has been used for some time in every class. In the Medical Ethics module, we added specific questions pertinent to that particular module. In addition, there will be two evaluation workshops, the first to be held in November 82, for the Medical Ethics module. Participants will be six project faculty, the Ad Hoc Humanities Advisory Committee, the Community Humanities/Occupational Committee, Project Director. A second evaluation workshop will be held in May, 83, of Modules II and III as well as entire project, to be conducted by an external consultant, Landon Kirschner again, if he is available.

Items to be evaluated are the following as stated in our grant proposal:

"1. The extent to which the stated objectives of the project have been achieved.

2. The appropriateness and effectiveness of infusing humanities education into occupational courses.

3. The degree to which the humanities modules were successfully integrated into the selected occupational courses.

4. The effectiveness of pairing humanities and occupational instructors in

team-teaching environments.

5. The overall impact of the project on occupational students."

Included is an overview of a portion of the grant budget. This was prepared by Dr. Dale Johnston, Assistant to the President, and my administrative contact person. (See Appendix #3)

For sample materials of the module being classroom tested (Service Ethics) and the two modules in the planning stage, see Appendix #4.

Appendix #1

Module	Integrating Concept	Occupational Area	Faculty
Module I: Service Ethics	Exploration of the ethical issues related to the nursing profession	Health Occupations	M. Manchester, Nursing G. Isham, Philosophy
Module II: Marketplace Ethics	Exploration of the ethical issues related to the marketing of products/services in the business world	Business/Marketing/ Management	J. Heise, Business G. Carpenter, Social Sciences
Module III: Technology in Literature	Exploration of technological issues as they are expressed in selected literature	Drafting Technology	M. Pedras, Drafting R. Logsdon, English

Appendix #2

Date	Activity
April, 1981	Submission of Pilot Grant Proposal
October, 1981	Notification by NEH
December, 1981	1. Final identification of faculty participants 2. Selection of Consultant 3. Creation of the CHOC - presently be formed
February, 1982	Module Workshop - actually took place in March
May, 1982	Completion of Module I for incorporation in Fall, 1982 course offerings
November, 1982	Evaluation of Module I Interim Report to NEH
December, 1982	Completion of Modules II and III for Spring, 1983 course offerings
May, 1983	Evaluation of Modules II and III
July, 1983	Peer Training Module Workshop
August, 1983	Final Report to NEH

Appendix #3

OVER-VIEW OF NEH PILOT GRANT

December 3, 1981

Time Period	Curriculum Development	Instruction	Other
Fall 1981	---	---	No released time Project Director & Faculty
Spring 1982	6 semester hours released M. Manchester G. Isham	---	9 semester hours released Project Director Module Workshop Stipends J. Heise G. Carpenter M. Pedras R. Logsdon
Summer 1982	---	---	---
Fall 1982	6 semester hours released J. Heise G. Carpenter M. Pedras R. Logsdon	3 semester hours released M. Manchester G. Isham	6 semester hours released Project Director
Spring 1983	---	3 semester hours released J. Heise G. Carpenter M. Pedras R. Logsdon	6 semester hours released Project Director Evaluation Workshop Stipend M. Manchester G. Isham
Summer 1983	---	---	Summer Stipend Project Director Peer Training Workshop Stipends Project Faculty Faculty "Trainees"

Appendix #4

Medical Ethics: Goals

1. The student will be able to define a list of basic terms relating to medical ethics.

2. The student will be able to identify and discuss some of the major ethical problems facing medicine today.

3. The student will be able to define and discuss some of the major theories in moral philosophy.

4. The student will be able to apply these moral theories to the ethical problems, in order to form his/her own decision about specific medical situations.

Textbook: Alastair V. Campbell, Moral Dilemmas in Medicine: a course in Ethics for Doctors and Nurses, Churchill Livingstone, Teviot Place, Edinburgh, 1972.

Filmstrips: Janet Freehairn, et. al., Ethics, Values and Health Care, Concept Media, Irvine, California. 1980.

Medical Ethics: Module Outline

I Introduction: the nature of ethics and ethical dilemmas Campbell 1-13, (filmstrip 1?) - 1 session

II The ethical problems - 6 or 7 sessions

A. With respect to patients

1. Abortion - handouts (filmstrip 2?)

2. Euthanasia - filmstrip 8

3. Patient's rights -

a. Presentation of rights - filmstrip 3

b. Problem areas - filmstrip 7

B. With respect to physicians - filmstrip 6

C. With respect to institutions - filmstrip 4

III The ethical theories - 5 sessions

A. Conscience theories - Campbell 14-35

B. Individual theories - Campbell 35-43

C. Consequences theories - Campbell 45-76

D. Rule theories

1. Natural law - Campbell 77-87, 98-105

2. Moral law - Campbell 87-98, 107-116, 135-138

IV The application of theories to problems - 1 session Campbell 141-186

Overview of Sociology in Marketing

		Textbook Area
Enriching Module #1	Using Sociology as a Tool in Successful Marketing	Part I Pp. 3-35
Enriching Module #2	The Sociological Tool Box. An outline of basic mechanisms for successful advertisement compared to an examination of possible social dysfunctions of successful advertisement	Part II Pp. 67-105
Enriching Module #3	Marketing a Candidate: An analysis of a political campaign with comparisons and contrasts tc product marketing	Chapter 21 Pp. 679 f
Enriching Module #4	The sociological telescope: The present is a product of the past and a predictor of the future. Discussions of future social patterns that relate to marketing	Chapter 18
Textbook:	Marketing by William M. Pride and O. C. Ferrell Houghton Mifflin Company 1980	

Video Tapes being developed (homemade)

1. The Edge of the Ad Cliff	An examination of relationships between socially accepted/not accepted advertisements and resulting marketing efficiencies.
2. Watchamacallit	Use and misuse of names, signs, labels, and slogans in commercial advertisements.

Tentative Objectives & Rationale for Literature & Technology Module

General Statement of Objectives:

The overall aim of this module is to consider from a literary perspective technology's impact upon man's relationship to his total environment

Statement of Rationale:

1. First, we hope to use literature to touch upon gut-level issues/ dilemmas that the draft-designer might face, either directly or indirectly.

2. Likewise, we plan to examine what literature has to say about the technological revolution that seems to be occurring. Here, we shall see what people like Alvin Toffler and Francis Shaeffer have to say about this period of transition.

3. Finally, we should probably emphasize the need to approach education holistically in an effort to see how the individual parts, in this case a drafting course, may relate to the larger whole, thus helping students to discern an even greater, broader value in the courses taught at this school.

Tentative Syllabus for Literature/Technology Module

Week 2 Introduction to literature & the humanities

Week 3 Society in transition

Read "The New Atlantis"

Week 4 Man in relationship to himself: the changing image

Read "The Door"

Week 5 Man in relationship to himself: retreating to the past

Read "The Supremacy of the Hunza"

Week 6 Man in relationship to his fellow man: characters in isolation

Read "The Machine Stops"

Week 7 Man and the machine: who's in charge here?

Read "The Manned Missiles" and "Nightmare #3"

Week 8 Man and nature: the altered landscape

Read "Landscape Near an Aerodome," "Highway in Michigan," and "On the Move"

Week 9 Man and the universe: the first steps outward

Read "The Far Look"

Week 10 Man and the universe: making contact

Read "Stranger Station"

Week 11 Man and the universe: sky's the limit

Read "The Ship Who Sang"

Week 12 Man, ethics, and God: where have all the values gone?

Read Cat's Cradle

Week 13 Man and ethics

Read Cat's Cradle

Week 14 Man and ethics

Read Cat's Cradle

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